

10 Hillcrest Dr
Cumberland, ME 04021

25 April 2016
Portland High School
284 Cumberland Ave
Portland, ME 04101

Dear Hiring Committee,

I am applying for an ELA position at Portland High School. In May I will be graduating from the University of Maine at Farmington with a degree in Secondary Education with a concentration in English. In the Fall I will be student teaching, and upon the successful completion of student teaching and the Middle Level Praxis II, I will be certified in Maine to teach grades 5-12. I am interested in teaching at Portland High School, because of it's dynamic setting in the heart of Portland, as well as the diverse student body, and the value placed on students' interests and self-direction.

I have a profound love for literature, but I have many interests outside of my content area, just as I know my students will have many interests beyond the classroom as well. Some of my greatest learning moments came as I was pursuing something for the fun of it, and that's one of the many reasons I promote students' extra-curricular endeavors, and will find ways to bring their interests into my lessons. The arts have always been inspiring to me, and it was only after graduating high school that I realized how intertwined my interests were, and how much I benefitted from the connections I could make between literature, art, music and history. That proficiency in multiple areas has been invaluable in approaching new challenges, and illustrates why I highly value an integrated curriculum that asks students to use their knowledge and skills from multiple disciplines to achieve a goal. Portland High School also seems like an exciting place to teach because of the support for internships and similar job experiences. My experiences interning at Stephen Blatt Architects, apprenticing at the Engine House Press, and job shadowing at the Acadia Recording Company were incredibly influential, and revolutionary in the thought processes that I returned to the classroom with. I strongly encourage students to explore careers that excite them, and learn from the professionals in those fields, whether or not they ultimately choose to follow that path, and I am glad to see that Portland Public Schools do as well. Another reason I am drawn to Portland High School is because of its International Baccalaureate program. Having taken IB English and IB Biology in high school, I know how interesting that program can be.

Portland High School seems like an exciting place to teach, and I feel that I would make an excellent fit as an ELA teacher. I hope you will come to the same conclusion after reviewing my application packet. To contact me, please call (207) 321-8432, or email constantine.pollak@maine.edu.

Best wishes,
Constantine Pollak

Constantine Pollak

10 Hillcrest Dr
Cumberland, ME 04021

Cell Phone: (207)321-8432
constantine.pollak@maine.edu

Education

Candidate for B.S. Secondary Education with a concentration in English, 2014-Present
University of Maine at Farmington, Farmington, Maine
3.35 GPA, Dean's List High Honors Recipient

Secondary Education and English Major, 2012-2014
Emmanuel College, Boston, Massachusetts
GPA

Teaching Experience

Writing Tutor, UMF Learning Commons
Farmington, ME, Fall 2016-Present

- Provided writing assistance to fellow UMF students

Practicum Teacher, Mt. Blue Middle School
Farmington, ME, Fall 2015

- Generally assisted in lessons throughout the day, and observed team meetings and IEP planning

Math Tutor, Tutors for All,
Cathedral High School, Boston, MA, Spring 2013

- Led groups of 3-6 freshmen students, providing supplemental mathematics instruction

Art Camp Assistant Counselor, Cumberland/No. Yarmouth Rec Program
Mabel I. Wilson School, Cumberland, ME, Summer 2012

- Assisted in organizing activities and instructing students on art techniques

Big Brother, Bigs and Littles

Mabel I. Wilson School, Cumberland, ME, 2010-2011, 2011-2012

- Mentored and provided homework assistance to a single third grade student throughout each school year

Technology Skills

Proficient in Microsoft Word, Pages, Google Docs, Google Slides, Powerpoint, Excel, iMovie, Garageband, Kahoot, Wix, Weebly, Blogger, Inspiration, GNU Image Manipulation Program, Lego Digital Designer

Language Skills

Intermediate knowledge of Spanish

Sports and Club Involvement

Cumberland Ultimate 2010-2012, Captain 2011 & 2012 Seasons

UMF Ultimate Disc Club 2014-2017, Vice President 2015-2016 Season

Greely HS Nordic 2008-2012, Captain 2011-2012 Season

Greely HS Cross-Country 2009-2011

Natural Helpers of Maine 2010-2012

Bigs and Littles 2010-2012

Greely HS Jazz Band 2008-2012

References

Deborah Baker, Student Teaching Supervisor, deborah.baker@maine.edu

Joe Somebody, Student Teaching Mentor, joe.somebody@TBA.edu

Misty Krueger, English Professor, misty.krueger@maine.edu

Portland Public Schools
353 Cumberland Ave
Portland, Maine 04101
(207) 874-8100

Date: April 29, 2017

APPLICATION FOR TEACHING POSITION

Portland Public **SCHOOL DISTRICT DOES NOT DISCRIMINATE IN THE OPERATION OF ITS
EDUCATIONAL EMPLOYMENT POLICIES AND WILL HONOR ALL APPROPRIATE LAWS
RELATIVE TO DISCRIMINATION.**

Name: Constantine Pollak

(Grade level/subject/other)
9-12 English

When will you be available? Fall 2018

Permanent Address 10 Hillcrest Dr, Cumberland, ME

Phone: 207-321-8432

Temporary Address _____

Phone: constantine.pollak@maine.edu

EDUCATION: Transcripts of all college/university grades must be provided. It is essential that this section be completed accurately.

Degree(s) held B.S. Secondary Education w/ concentration in English

Number of semester hours in:

<u>44</u>	<u>Reading</u>	<u>Secondary Education</u>	<u>Major (Subject: English)</u>
<u>8</u>	<u>Math</u>	<u>Secondary Education</u>	<u>Major (Subject: English)</u>
<u>6</u>	<u>Special Education</u>	<u>Secondary Education</u>	<u>Major (Subject: English)</u>

Undergraduate grade point average 3.35

Graduate grade point average _____

CERTIFICATE: You will need to provide copies of certification. **Have you been fingerprinted by the Maine Department of Education?** Yes ☒ No ☐ If you checked **Yes**, you must provide a copy to Personnel. If you checked **No**, you must get fingerprinted within 20 days after your start date, unless you are currently Maine certified in the position in which you are hired for.

NOTE: EMPLOYMENT CANNOT BE FINALIZED UNTIL THE APPLICANT HAS COMPLETED REQUIREMENTS FOR COMPLETE BACKGROUND CHECKS AND FINGERPRINTING AS REQUIRED BY MAINE STATE STATUTE.

If you do not hold a Maine certificate, for what type of Maine certificate are you applying and eligible? Professional Certificate
If you do not hold a Maine certificate, you will also need to be fingerprinted.

NOTE: Candidates who do not hold Maine certification should direct an inquiry to the Maine Department of Education, Division of Certificate/Placement, Augusta, Maine 04333.

EXPERIENCE: A resume must be provided. In addition to educational background and work experiences, include extra-curricular activities in which you have been involved. Please list below position held, employer and dates of employment for the past ten years.

<u>From (month/year)</u>	<u>To (month/year)</u>	<u>Position</u>	<u>Employer</u>
<u>September 2016</u>	<u>May 2017</u>	<u>Writing Tutor</u>	<u>University of Maine at Farmington</u>
<u>January 2013</u>	<u>May 2013</u>	<u>Math Tutor</u>	<u>Tutors For All</u>
<u>May 2016</u>	<u>Present</u>	<u>Ground Operations</u>	<u>State Theatre - Thompson's Point</u>

Number of year(s) of teaching experience 0. On a separate sheet, please describe a specific class or class activity you planned and actually conducted which illustrates your philosophy of teaching and is the best example of your teaching skills. What evidence showed you that this class or activity was successful in terms of student motivation and achievement?

Are you able to perform the tasks of the job for which you are applying without accommodations? Yes ☒ No ____ If an accommodation would be required to enable you to perform the job tasks, please describe that accommodation and how it would enable you to perform the job tasks.

Have you ever been disciplined, discharged, or asked to resign from a prior position? Yes ____ No ☒ If yes, explain circumstances on a separate sheet and attach to the application.

Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review? Yes ____ No ☒

Has your contract in a prior position ever been non-renewed? Yes ____ No ☒

Have you ever not been nominated for re-employment in a prior position or ever had your nomination for re-employment not been approved? Yes ____ No ☒

Have you ever been charged with or investigated for sexual abuse or harassment of another person? Yes ____ No ☒

Have you ever been convicted of a crime (Other than a minor traffic offense)? Yes ____ No ☒

Have you ever entered a plea of guilty or "no contest" (nolo contendere) to any crime (other than a minor traffic offense)? Yes ____ No ☒

Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state? Yes ____ No ☒

Has any court ever deferred, filed or dismissed proceedings without a finding of guilt and required that you pay a fine, penalty or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)? Yes ____ No ☒

If you have answered yes to any of the previous questions, provide full details on an additional sheet including, with respect to court actions, the date, offense in question, and the address of the court involved. Conviction or other disposition of a crime is not necessarily an automatic bar to employment.

REFERENCES: List three, two of who are most recent supervisors, who can comment on your ability and whom we may contact. In addition, please provide three letters of reference from persons who are not related to you (may be from references listed below).

Deborah Baker, Student Teaching Supervisor	deborah.baker@maine.edu
Joe Somebody, Student Teaching Mentor	joe.somebody@TBA.edu
Misty Krueger, English Professor	misty.krueger@maine.edu

My signature below constitutes authorization to check my employment history, including without limitation, criminal arrest and conviction record checks, reference checks, and release of investigatory information possessed by any state, local or federal agency. I further authorize those persons, agencies or entities that the Mt. Blue RSD contacts in connection with my employment application to fully provide the Mt. Blue RSD any information on the matters set forth above. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against the Mt. Blue RSD, its agents and officials or against any provider of such information.

I understand that information submitted in and with this application may be disclosed to a screening and/or interviewing committee, which may include board members, administrators, other staff, and members of the community. I give my consent to this disclosure.


(Signature)

April 29, 2017
(Date)

NOTE: ALL APPLICATION MATERIALS BECOME THE PROPERTY OF THE MAINE STATE MT. BLUE RSD. NONE WILL BE RETURNED. PROVIDING ANY FALSE OR MISLEADING INFORMATION ON THIS APPLICATION OR IN THE APPLICATION OR EMPLOYMENT SCREENING PROCESS SHALL BE FULLY SUFFICIENT GROUNDS TO REFUSE TO EMPLOY THE APPLICANT OR, IF THE APPLICANT HAS BEEN EMPLOYED, TO IMMEDIATELY DISMISS THE APPLICANT/EMPLOYEE.

FOR OFFICE USE ONLY

____ Application form completed	____ Copies of Transcripts	____ Copy(s) of Maine Certification	____ Resume
____ Letters of Reference (3)	____ State Fingerprinting		

revised 9/04

On a separate sheet, please describe a specific class or class activity you planned and actually conducted which illustrates your philosophy of teaching and is the best example of your teaching skills. What evidence showed you that this class or activity was successful in terms of student motivation and achievement?

At this point in my career I've only had the opportunity to teach one lesson that I've planned myself, which was during my practicum in an eighth grade English class at Mt. Blue Middle School. My mentor teacher asked me to create a lesson that introduced students to a variety of interesting texts and genres that could be taught in the forty minute long Wednesday classes. Before the lesson I gathered 25 texts, with about equal parts fiction and nonfiction, and a range of poetry, realistic fiction, fantasy, essays, graphic novels, and more. I tried to find texts that would be new to students, but would also be engaging. When students came into the class I gave each of them one of the texts and I was strategic in the text I chose for each student, trying to pair their interests with the content, but through the activity students were introduced to each of the texts. To start the activity I asked students to look at a number of things on the text they were given, including title, spine, and inside flaps, and I also asked them to read a few pages. Once they familiarized themselves with their text, as a class we talked about genre, listing the sub genres that we knew, and discussing the purpose of genre. Once we established a better understanding of genre, students went around the room sharing the text they were given, and explaining what genre they thought it fell into and why they felt that way. I would then give a brief introduction to each text, describing what it was about and what genre it would actually fall into and why, without spoiling any plot points if students wanted to read it later. I made sure to state that many texts fall into multiple genres, and that the reason genres exist is because of the difficulty in accurately predicting a book's genre without having read it.

The lesson itself was quite short and simple, yet there are still many parts of my philosophy that come through. An important piece of my philosophy is about making activities student-centered, and valuing their interests. Although I did not offer choice in the texts for this single activity, I presented my students with texts that target many different interests, and I was mindful in the selection of the texts I gave to students for them to take a closer look at and share to their classmates. Beyond this class students would have no obligation to the texts, but they would be able to look for any of the texts heard in class, and check them out of the school library. I taught this lesson in four successive classes, and when I had planned it, the sequence of events was in a slightly different order, with us discussing genre first, before moving on to students looking at the texts. I quickly found in the first class that this sequence was not producing the results I had hoped for, so I quickly rearranged the events for the second class and it resulted in much more student engagement and participation. That experience helped me to see the importance of adaptability, and the ability to recognize when adjustments need to be made. As my goal for this lesson was ultimately to introduce students with a variety of new texts for them to consider for their choice-readings throughout the year, I suspected the lesson was successful when students were discussing their texts with their neighbors and showing interest in the descriptions. I was positive of its success when my mentor teacher told me about the students that had asked her if they could hang on to one of the books, which reinforced my decision to select only books from the school library. I may not have introduced each student to their new favorite book, but I can be certain that students left the class with a broader view of what types of writing can be fiction and nonfiction, and how many interesting examples of each there are.



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

LESSON PLAN FORMAT

Teacher's Name: Mr. Pollak

Grade Level: 8

Topic: Genre

PART I:

Objectives

Students will understand that genres are a way of categorizing texts. Students will know multiple different genres that fall under the two main genres of fiction and nonfiction. Students will be able to determine the genre of a book more accurately.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will be asked about the main genres of literature, fiction and nonfiction, and how they are defined. They will then be asked to provide examples of subgenres they've encountered that fall into fiction and nonfiction. Each student will also be asked to share out to the class what genre they think the book they've been given falls into and they will be asked to explain why they think that.

Section II – timely feedback for products (self, peer, teacher)

I will be responding to each student's explanation of what genre they think their book is in, letting them know what genre the book is typically considered to be, and explaining why they may be correct or incorrect.

Summative (Assessment of Learning):

Students will display their understanding by sharing what genre they feel their book falls under and why.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will have the opportunity to quietly compare and contrast books as they explore their own, they will also expressly compare their books once they are trying to define the genres and will group up based on their books' genres.

Section II – Groups and Roles for Product

Students will start in small desk groups and can quietly compare their books with their peers. Once students begin to try and define the genre of their book, they will move to the right side of the room if they think their book is a fiction book, and to the left side of the room if it is a nonfiction book. Students will then compare amongst themselves and try to group up depending on the subgenres of their books,

before sharing out to the class about their book, its genre, and their explanation of why they think it fits that genre.

Differentiated Instruction

MI Strategies

Verbal: Students will be discussing and sharing to the class the books they were given to explore.

Visual: I will use the whiteboard to record genres, and some of the books given will be graphic novels.

Interpersonal: Students will be comparing their books and discussing their genres.

Kinesthetic: Students will move around the room into groups based on their books' genre.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Materials, Resources and Technology

- *Roughly 25 books with a wide variety of genres, both fiction and nonfiction*
- *Whiteboard*
- *Dry erase marker*

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)

I will start the lesson by giving each student a book as they enter the classroom. The students will then be given ten minutes to familiarize themselves, being asked to take note of the title, author, cover, call number, summary, and inside flap, and to begin reading a few pages of the book. I will then start to define genre and ask students what they know about the main genres of literature. I will define fiction and nonfiction and ask students for examples of genres that fall under those categories. I will then have the students think about their books and divide themselves between the right and left sides of the room based on if their books are fiction or nonfiction. Students will then compare and contrast their books within their sides of the room and try to group themselves by the subgenres that their books fall into. We will then go around the room as students share out about their book, explaining what genre they think their book fits into and why. With each student's explanation I will be highlighting what aspects they got correct and explaining what aspects were incorrect and why, informing the entire class what genre each book is.

Content Notes

Students will know that genre is a way to classify books and to inform a potential reader about the content of the book. Students will also know that there are two overarching genres, fiction and nonfiction, and that fiction means a story is not real and nonfiction means it is real. Students will also know that there are many genres within fiction and nonfiction, including fantasy, science fiction, mystery, realistic fiction, historical fiction, comedic, informational, biographical, autobiographical, and instructional. I will also

convey to the students that within the genres of fiction and nonfiction, books can fall into multiple different genres, as they describe the content.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will be able to consult the list of genres we create on the board.

Microscope: Students will have the opportunity to discuss genres with their peers.

Puppy: I will articulate to the students that genres are used to tell us about books, so it can be difficult to know the genre before fully reading the book.

Beach Ball: Students will move around the room based on the genre they feel their book falls into and they will discuss with their classmates.

Rationale: By having students provide examples of genre, which has very few wrong answers, the lesson is made less risky for students to participate. Then all students will be asked to discuss their books, and I will highlight how difficult it is to intuitively know the content of a book to try and ease the anxiety for students.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative: Students will be asked about the main genres of literature, fiction and nonfiction, and how they are defined. They will then be asked to provide examples of subgenres they've encountered that fall into fiction and nonfiction. Each student will also be asked to share out to the class what genre they think the book they've been given falls into and they will be asked to explain why they think that.

Summative: Students will display their understanding by sharing what genre they feel their book is in and why.

Rationale: Together the class will discuss and work to define genres of literature, and students will display their learning by sharing out what genre they think their book falls into and why.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

MLR or CCSS or NGSS

Content Area: English

Grade Level: 8

Domain: Reading – Literature

Cluster: Craft and Structure

Standards: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Facet: Interpret

Rationale: Students will be comparing their books and defining the genres that they fall into.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

Verbal: Students will be discussing and sharing to the class the books they were given to explore.

Visual: I will use the whiteboard to record genres, and some of the books given will be graphic novels.

Interpersonal: Students will be comparing their books and discussing their genres.

Kinesthetic: Students will move around the room into groups based on their books' genre.

Rationale: By engaging a number of intelligences students will be more likely to connect with the lesson and create long term associations with the definitions of genre.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: We will be discussing the definitions of genre as a class and students will be able to contribute their own understandings and examples of genres.

Philosophy of Education Abstract

My educational philosophy has largely been defined by my own experiences as a student, and has been heavily refined since becoming a UMF student. A constant throughout my life has always been my love to learn new things, and I want to translate that love for learning into my lessons, and inspire my students to always be exploring the world around them, and growing as individuals. Looking back on my time in primary and secondary education, it was largely an enjoyable experience for me, although it was not without its difficulties. I know that each of my students will be facing their own set of challenges as well, whether academic, social, emotional, or otherwise, and I want to equip them with the tools and supports they need to overcome their challenges and be successful in life. Not all students will have the same needs, but all students will benefit from a teacher who is supportive and caring, while also being transparent about expectations, and holding students to those expectations. I also believe that teachers should be modeling to students what it means to be a responsible adult and global citizen. I still have many areas in which I'm growing, but it is that belief which helps me hold myself to higher standards, and improve as an individual. Learning about new ideas and perspectives is what allows people to evaluate their lives and their surroundings, and I want to motivate my students to be thoughtful individuals, who are always striving to improve themselves, their communities, and their world.

I hope to impact my future school district by promoting and improving the communication between educators, and by doing what I can to create a unified and positive school community. If I want to truly create a supportive and non-judgmental learning environment for my students that extends beyond my classroom, I need to ensure that mentality is held by educators at a school and district wide level. I also aspire to teach in a community that values service learning and project based learning, and I want to work with my school and district to find ways that the students can achieve learning goals, while making tangible improvements to their school and community. Another prominent goal of mine in education is to help my students to adopt a growth mindset. Future generations (and current generations) need to approach challenges with the belief that a solution can always be found. At this stage in my career, my philosophy is largely theoretical, but I will always be working to improve my educational practices, and promoting those best practices to every educator I know. The future of humanity depends on education, and I intend to work with my fellow educators to help create a better world.

BACKGROUND INFORMATION

Test Taker's Name: POLLAK, CONSTANTINE

Candidate ID Number: 10575061

Social Security Number: 6144
(Last 4 Digits)

Sex: M

Date of Birth: 03/29/1994

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: UNIVERSITY OF MAINE FARMINGTON

Undergraduate Major: ENGLISH EDUCATION

Graduate Major: (I)

Educational Level: SENIOR (FOURTH YEAR)

GPA: 2.5 - 2.99

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name	Code #	Recipient Name
R3506	UNIVERSITY OF MAINE FARMINGTON		

CURRENT TEST DATE: 12/16/2016		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R3506					
5038	ENG LANG ARTS: CK	186	100-200	170-186	Y					

HIGHEST SCORE AS OF: 12/29/2016			Your Highest Score	Possible Score Range	Score Recipient Code(s)					
Test Date	Test Code	Test Name			R3506					
12/16/2016	5038	ENG LANG ARTS: CK	186	100-200	Y					
03/22/2014	5710	C-PPST: READING	182	150-190	Y					
03/22/2014	5720	C-PPST: WRITING	178	150-190	Y					
03/22/2014	5730	C-PPST: MATHEMATICS	183	150-190	Y					

ETS will retain your score for ten years for reporting purposes.
 ** For more details on Average Performance Range refer to footnote on last page of this score report.
 Message Codes: I = INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.
 Y = SCORE REPORTED TO RECIPIENT LISTED.

TEST TAKER: POLLAK, CONSTANTINE

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 12/29/2016

Passed/ Not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

UNIVERSITY OF MAINE FARMINGTON			3506	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
Test Date	Test Code	Test Name						
12/16/2016	5038	ENG LANG ARTS: CK		186			167	PASSED
03/22/2014	5710	C-PPST: READING		182				
03/22/2014	5720	C-PPST: WRITING		178				
03/22/2014	5730	C-PPST: MATHEMATICS		183				

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at www.ets.org/praxis. Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

*THIS INFORMATION IS PROVIDED TO THE TEST TAKER ONLY.

+ PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.

DETAILED INFORMATION FOR: 12/16/2016 TEST DATE

TEST CATEGORY*	Raw Points Earned	Raw Points Available	Average Performance Range **
ENGLISH LANGUAGE ARTS: CONTENT KNOWLEDGE			
I. READING	36	41	27- 33
II. LANGUAGE USE AND VOCABULARY	21	28	17- 23
III. WRITING, SPEAKING, AND LISTENING	32	41	25- 32

* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

** The range of scores earned by the middle 50% of a group of test takers who took this form of the test at the most recent national administration or other comparable time period. N/C means that this range was not computed because fewer than 30 test takers took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.